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ABSTRACT

The Vocational English as a Second Language (VESL) in Industry Project was designed to develop and implement a competency-based VESL curriculum to be used with industry-linked VESL language training. Language needs for limited-English-proficient workers in companies in the greater Seattle, Everett, and Tacoma areas were identified through a supervisor survey and worker interviews. A language training program was implemented at one site. The implementation process included assessing the language needs of workers at the company, assessing the language proficiency of the workers, writing the curriculum, and scheduling classes and supervisor seminars. The evaluation procedure consisted of pre- and post-checklists of language competencies. (Appendixes, amounting to over one-half of the report, include the VESL curriculum that details function, structure, and vocabulary as well as materials/notes for eight units; a worker assessment interview; and an evaluating communication skills checklist. (YLB)

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FINAL REPORT

VESL IN INDUSTRY PROJECT

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INTRODUCTION

This report presents and reviews the Vocational English as a Second Language (VESL) in Industry Project, funded by the Superintendent for Public Instruction, Washington State, under Public Law 310, Section B, fiscal year 1983. Listed below are the specific objectives for the project and summarized results. Following sections of this report describe related activities. Final project products are included in the appendix.

PROJECT OBJECTIVES AND FINAL RESULTS

1. Research and development of a competency based language training curriculum for industry-linked VESL programs.

2. Implementation of language training programs at two company sites. Classes will meet 40 hours.

3. Development and implementation of in-company seminars for supervisors concurrent with in-company language training for L.E.P. workers.

1. Language needs for L.E.P. workers in companies representative of manufacturing, health, and service industries were studied. Study findings are presented in this report.

2. A language training program was implemented at one site. However, two classes were offered. A curriculum based on overall survey findings was tailored to the site. The curriculum and the implementation process are presented in this report.

3. Supervisor meetings were conducted at the field test site. These meetings are described in the following sections.

DESCRIPTION OF CURRICULUM RESEARCH AND DEVELOPMENT

The project initially contacted 20 companies in the greater Seattle, Everett and Tacoma areas. Companies were selected from manufacturing, health and service industries. They were primarily chosen on the basis of previous participation in a 1980 study to determine minimum language skills needed to start a job (Prince, Gage S.P.I.). In cases where companies did not have L.E.P. workers presently employed, other companies were substituted. These were selected on a referral basis.

Personnel representatives were telephone surveyed to determine approximate number of L. E. P. workers employed for 6 months or longer; language and job skills background of the employees; company willingness to participate in a follow-up study; and interest to be kept up to date on project findings.

Five sites participated in the follow-up study. These sites included two electronics firms, a hospital, a power sewing company and a food processing plant. L.E.P. workers in these companies were assemblers, sewers, line workers, warehouse workers and housekeepers. Supervisors immediately responsible for the supervision of L.E.P. workers themselves participated in the follow-up study. 18 supervisors were surveyed. 22 workers were interviewed.

SUPERVISOR SURVEY

The purpose of the following supervisor survey was to indentify communications and cross-culture factors problematical to supervisors with L.E.P. workers. The survey was divided into job readiness and communication skills. Communication skills were further divided into supervisor initiated changes and worker initiated exchanges. The survey called for yes/no responses; however, supervisors were encouraged to elaborate.

Survey Findings: (Based upon total number of yes responses.)

Job Readiness:

16 have a positive attitude towards work?
9 have a realistic concept of what the job involves?
17 are dependable, punctual etc.
10 demonstrates initiative?
11 work without close/immediate supervision?
12 get along and interact with co-workers?
10 communicate and get along with supervisors and management personnel?
16 demonstrates compliance with company policies?
11 have adequate basic skills for their respective job assignments?

Communication Skills: (Supervisor Initiated)

11 readily teach your L.E.P. employee(s) a new task?
11 readily assign your L.E.P. employee(s) work once s/he has been initally trained?
10 interrupt or redirect your (an) L.E.P. employee(s)?
3 give your L.E.P. employee(s) unusual directions?
13 talk to your L.E.P. employees about improving work habits (e.g. care of tools, safety, attendance)?
11 talk to your L.E.P. employees about general work standards/job specifications?
9 talk to your L.E.P. employees about their performance (e.g. discuss performance review, set goals, introduce more efficient procedures, discuss faults)?
6 talk about disciplinary action?

Survey Findings: con't.

Does or will the L.E.P. worker (worker initiated)

8	ask questions about directions you'll give
4	ask for feedback about work performed
6	keep accurate written records
9	offer apologies or explanations for faulty work or mistakes
6	try to use English with a wide variety of people
13	request help
11	report problems
5	make you feel comfortable that they understand what you're saying
2	have intelligible pronunciation
2	explain their specific job duties to another person
6	explain how any equipment they operate works
7	understand verbally and can explain the entire process or their department
2	understand verbally and can explain the overall company process.

In summary, workers emerge as being extremely positive towards work, dependable and very compliant with company policy. Overall, supervisors seemed more than pleased with their L.E.P. workers at the daily operative level.

Most supervisors spoke of a "rapport" they had developed with their L.E.P. workers. They said they could somehow communicate with them; they could somehow understand what the workers were trying to communicate with them. The two communication methods most frequently sited were demonstration and translation. The former was the predominant approach to training and work assignment. Perhaps the most amusing anecdote was one supervisor's comment with respect to training. "All you have to do is show someone something once. But you better make sure you showed it exactly the way you wanted it done or you'll get 1000 perfect mistakes."

WORKER INTERVIEWS

The purpose of the workers interview was to randomly assess a variety of entry jobs to determine typical tasks performed and to informally and randomly assess cross-section of workers for language proficiency (no records were kept). Supervisors were asked to designate 1 or 2 workers that they felt might benefit from an ESL class. The typical interview proceeded as follows:

"Do you know what I'm doing here?"
"What's your name? Can you spell that?"
"What's your native language?"
"What department do you work in?"
"What's your supervisor's name?"
"Can you show me what you're doing now?"
"Tell me how to do it."
"What will you do with it when you're finished?"
"What do you do if something goes wrong?"
"What's that? How do you use it?"

WORKER INTERVIEWS con't.

"What is that person's name?"
"What's s/he doing?"
"Do you do any other jobs here?"

Questions were rephrased if initially misunderstood. They were not pursued further if unanswerable.

STUDY CONCLUSIONS AND RECOMMENDATIONS

As noted workers in general seemed to require little spoken English to perform daily operative tasks. Supervisors and workers tend to build-up communication strategies relying on demonstration and translation to compensate for lack of command of spoken and written English. The area where these strategies are least effective is that of unusual situations/ and revisions or written. Supervisors cannot quickly and readily change directions -- either orally or written. Three areas of need prevalent in the study were: handling unusual situations/revised, job-related literacy and pronunciation.

SITE SELECTION

Three companies expressed interest in the project. However, ultimately only one site seemed feasible given time constraints. At this site, an electronics company, two classes were offered for assemblers all of whom had been employed 6 months or longer.

IMPLEMENTATION OF LANGUAGE TRAINING AT THE FIELD TEST SITE

The implementation process included: assessing in detail the language needs of workers at the company; assessing the language proficiency of the workers; writing of the curriculum; scheduling classes and seminars.

To more closely assess the language needs of workers at the company, 20 workers were interviewed at their work stations. Of the 20 workers, approximately 1/2 were native speakers. Furthermore, production workers and production inspectors were interviewed. The focus of the assessment was to assess in detail language needs - not to assess the language proficiency. Therefore, native speaker input was invaluable. Workers were asked the following questions:

1. What are your regular duties?_____

   _____

   How much of your work is prescribed? Can you give an example of where judgement is used?

   _____

   _____

IMPLEMENTATION OF LANGUAGE TRAINING con't.

2. About work (ask as applicable)
   - Please show me step by step one of your main job duties.

     _____

     _____

   - Do you use any special equipment? _____

     _____

   - How does it work?_____

     _____

3. About Basic Skills
   - Do you have to read anything? (examples) _____

     _____

   - Do you have to complete any forms? (examples) _____

     _____

   - Do you need math skills?_____

4. Do you have any other duties? (explain) _____

   _____

5. Can you describe either a funny or difficult experience you've had at this company? (or that you heard about) _____

   _____

   _____

The curriculum integrates work tasks and language. For example, an assembler in putting together boards must do a variety of functions. Some of these may include: understanding use of tools, counting parts, signing off work done, accepting parts and so on.

In the classroom students practice following directions, reporting progress on work, discussing job specifications for daily work. In addition they practice handling interruptions such as substituting tasks; stopping one task to respond to a more urgent duty; changing the manner of doing a task; changing the degree to which a task is performed; changing the sequence in steps in a task.

Tasks practiced incorporate the subtechnical vocabulary of a variety of jobs.

Sight-reading of forms, plans, and schedules is emphasized to develop literacy. Simplified readings of company newsletters, policy statements, and memos are used.

The curriculum writing process included two review stages. First, the survey findings and their implications for curriculum development were reviewed

by representatives from manufacturing and personnel management. Then, the curriculum itself was reviewed by workers and line supervisors. The curriculum is attached as appendix item A.

TO ASSESS PARTICIPANT LANGUAGE PROFICENCY, an oral interview was given. The interview included social conversation, simple instructions, explaining a process, repetition of sentences , and situational responses. The interview served as a general indicator. For this particular site, it was decided that two broad levels of language proficiency existed. The oral interview script/ scoring is included with the curriculum in the appendix.

TWO CLASSES WERE SCHEDULED. Class 1 for the weaker students (scored 13 or less on the interview), consisted of 40 hours of instruction. Class 2 for stronger students (15 or higher on the interview) consisted of 24 hours of instruction for the same curriculum.

Three supervisor seminars were conducted throughout the project. As it was apparent from the earliest assessments that supervisors were sensitive to and aware of cross-cultural factors, the focus of the seminars was to orient supervisors to course objectives and a method for evaluating the course. Inthe first seminar, supervisors reviewed the language assessment interview. They reviewed project goals. They reviewed excerpted teaching points. Supervisors were given an evaluation checklist. In seminar 2, supervisors reviewed their own training techniques and what relationship this had to language training. Supervisors also were given specific aspects of the curriculum to evaluate. A handout excerpt is presented here.

Seminar #2

1. Demonstration as a Training Technique
   - Model procedure while talking way through it
   - Do 1 complete operation/procedure alongside worker
   - Assign a given number to be done
   - Check back to review work
2. Look for a worker who ...
   - tries to isolate and clarify some unfamiliar expressions/terms,
   - talks her way through procedure while working alongside you or under your immediate supervision,
   - tries to incorporate new language, is not tentative about reclarified terms, pronunciation if needed,
   - can use newly acquired expressions in related functions, e.g. can go from being directed to reporting progress,

     Supervisor - "Twist the red ones."

     Later:

     Supervisor - "What are you doing to those?"

     Worker - "Twisting them."

Discrete Points* → Functions ⟹ Themes

(Grammar/Vocabulary)

e.g.

- spatial terms
- colors
- time expressions
- frequency adverbs
- specific verbs, pronouns

(Work & Social)

e.g.

- understand simple instructions
- report on work in progress
- verify a count etc.

(Keyed to demonstration as a teaching technique)

- watch a demonstration, isolate, clarify key expressions; incorporate new terms and expressions into active language for understanding further direction, reporting on work in progress/completed, responding to changes.

*Emphasize only those words or phrases used in curriculum.

In Seminar #3, supervisors reviewed the training program.

THE EVALUATION PROCEDURE consisted of pre and post checklists of language competencies. A copy of the checklist is again included in the appendix. Workers were asked to pre/post evaluate themselves. Supervisors were asked to pre/post evaluate workers as well.

The aim was to raise the level of awareness as to specific language needs, to focus on things that already were being done well, to make worker and supervisors aware of areas where differences might exist (e.g. a worker might think she was weak in a specific language competency yet the supervisor might think she was strong). At the end of the course results were shared with all workers, supervisors and management.

SUMMARY

The VESL in Industry Project was designed to develop and implement a competency-based VESL curriculum to be used with industry-linked VESL language training. In summing up the project it is necessary to consider two aspects: the effectiveness of the curriculum and the transferability of the project.

With respect to the curriculum itself, considerable effort was given to the involvement of industry in developing, monitoring and evaluating the curriculum and training. Pedagogical reasons dictated this. It was the intent of the project to design a short term (40 hr) class that could demonstratably improve the overall communication within a company. To do so, it was deemed necessary to approach communication problems from two perspectives: the supervisors and the workers. It was deemed important to make both supervisor and worker aware of areas of difficulty, areas of improvement, areas where satisfactory communication already existed. To these ends supervisors where involved to the greatest degree possible.

The principal instrument of evaluation was the language competency checklist. This checklist was pre/post course completed by 9 students (ten students enrolled). Student self-evaluations consistently pointed to improvement upon completion of the course. In addition the post evaluation was completed by 3 supervisors on the 9 students. As no pre course evaluations were completed (although they were handed out) no quantitative results can be noted. However, supervisor comments pointed to such improvement in overall communication.

With respect to pronunciation, most improvement was made in the area of worker awareness of pronunciation problems. Workers tended to clarify more after the course. Specific pronunciation problems still existed.

The course was weakest in improving literacy. This might be expected given the short time period. The need for further literacy work was most often cited on worker and supervisor evaluations.

With respect to transferability of the project, it must be noted that in total 10 workers took the course. Four of the workers were enrolled in a 6 week course. The remaining workers were enrolled in the full 40 hours. Such limited enrollment does not make for a self-support class. Herein lies the major obstacle to transferability - the cost factor.

SUMMARY con't

In conclusion, the project seemed extremely worthwhile in terms of being an innovative outreach model. Furthermore, industry throughout the project commented on the accuracy of the curriculum. Students commented on their wish of the course to continue. What's needed now are innovative approaches to student/worker enrollment.

APPENDIX

VESL In Industry

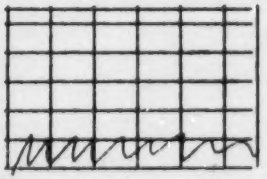
Items included:

VESL Curriculum

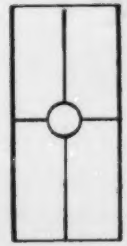
Worker Assessment Interview

Evaluating Communication Skills Checklist

UNIT 1

Function (The Student Can:___)	Structures & Vocabulary	Materials/Notes
Basic skills		
Recite the alphabet		
Count by 1's, 5's, 10's to 100, 1000		
Work Language		
multi-digit		
1.1 read numbers (handwriting, typeset, printout)	56135 = 56-135 or 5-6-1-3-5 or 56-13-5	parts, notes, printout forms
1.2 ask for clarification of poorly printed no's.	Can you help me. please? What's this number?	
1.3 read no's. arranged in rows/columns	The first number is_____ . The first number in the second row is_____. The last number in the third column is____.	
1.4 count parts in containers	S1 How many do you have / are there in that___? S2 I have_____. There are___in this____.	bin, bucket, basket, bag, envelope

* Throughout this curriculum S1 refers to Speaker 1 for S2 to Speaker 2.

Function (The Student Can: ___)	Structures & Vocabulary	Materials/Notes
1.5 verify the count	S1 Check the count on these. S2 It's O.K. short/shy over S1 How many short/over? S2 _____extra more short shy	envelope with paper clips inside. tags outside indicating number of parts
1.6 sign-off or bug-off on something	stamp/bug the card sign the card initial the card Would you please, ___	stamp
1.7 sign-off in a specific location	stamp the card in the upper/lower right/left corner, in the middle/center of the circle	

Function (The Student Can:___)	Structures & Vocabulary	Materials/Notes
1.8 Indicate where something has been stamped off.	S1 Does it have a stamp? signature initial S2 Yes in the _____.	cards as in 1.7 already stamped
1.9 Put things away	Put these (bins) on the (envelopes) (etc) top shelf. bottom shelf in the middle. middle shelf on the right. middle shelf on the left.	Shelves ...then ditto a hand-out to practice shelving.
1.10 Tell where things are	S1 Where are the bin? S2 On the top shelf etc.	"
SOCIAL LANGUAGE		
1.11 Identify him/herself	S1 What is _____? What's your nam? S2 My name is_____. Call me_____. How do you spell___?	discuss nicknames
1.12 Correct someones pronunciation/ spelling of his/her name.		
1.13 Identify his/her dept. & dept. no's.	I work in (name)_____. That's (number)_____.	

Function (The Student Can: ___)	Structures & Vocabulary	Materials/Notes
1.14 Introduce him/herself	Hi! Hello! I'm_____. or My name is___ ____. I work in ___ ____.	
1.15 Introduce others in a room	This is _____. That is_____. Over there is_____. _____is over there. The woman on the right is_____. on the left in the middle *next to * behind * with the glasses in the blue sweater _____is on the right etc.	
1.16 Identify another person by describing physicial appearance.	S1 Do you know_____? Who is_____? Who's your supervisor? S2 ___is. Do you know her/him? No. What does s/he look like. S1 S/he is tall/short old/young about 30/40 thin/medium stocky pretty (adj) e.g. pretty tall, pretty thin kind of	. Milk and Honey, p.31-5 . Students describe other students . Pictures of leads, production managers, J. Beatty, Ron Beamer etc.

MORE NOTES: Additional Exercises

To expand Functions 1.1 - 1.10 ask students:

What are you doing?
What did you do?
(vary with she/he, etc.)

READING/WRITING: Ask students to read the information on their ID cards, deleting names. Have other students guess which card goes with which classmate, from the descriptions. If no ID cards then do the exercise, have students write their own.

UNIT 2

Function (The student can:___)	Structure & Vocabulary	Materials/Notes
BASIC SKILLS		
Identify colors and shades of colors.	brown, black, orange, red, yellow, violet/purple, gray/silver, white light/dark shin/dull or flat	Color wheel with spinner old new/coins as paint cards
WORK LANGUAGE		
2.1 Follow single step commands	bend _____ insert twist_____ untwist hook_____ unhook wrap around straighten wind remove/take out coil uncoil tight loose right-side-up upside-down	wires pipe cleaners colored yarns/wools
2.2 Repeat instructions to indicate acknowledgement.	S1 Wrap the wire around the pen. S2 OK, Wrap it around the pen, like so like this. this way.	S1 Demonstrates action/ directions. S2 Performs action, repeating direction to indicate acknowledgement.

UNIT 2

Function (The student can: ___)	Structure & Vocabulary	Materials/Notes
2.3 Clarify directions in a process (brushing your teeth)	S1 Remove the cap. S2 cap ? S1 Yes, this is the cap. Squeeze the tube from the bottom. S2 Squeeze? What's that? S1 Yes, like this. Squeeze. S2 lay the toothpaste on the brush. S1 "Did make a mistake?" S2 "What's wrong?" S2 "What should I do now?"	toothbrush, toothpaste S1 should try to use some unusual terms to get S2 to clarify their meaning. Explain before hand that S2 is going to do this and that S1 should clarify and new words. At the end of the exercise review clarification techniques/question.
2.4 Repeat instructions to acknowledge them.	S2 Watch me do it now. S1 OK! S2 Remove the cap, like so. Squeeze the tube.	This function reviews 2.2. It also points to the fact that students can learn some language on the job by trying to use terms/expressions that native speakers have just used. Do this with one or two students to make this point. Then list out any vocab. students want to learn, let students pair-up & practice as an ESL operational drill.

Function (The student can:____)	Structure & Vocabulary	Materials/Notes
2.5 Follow color-linked directions.	S1 Bring me red wires. Bend one red one in half. Twist the ends together Wrap another red one around your finger. Insert the other red one into this hole. (To vary use 4 wires-add one of the other red ones.)	Photo board wires . Direct a student. Explain you'll say it once and that she'll have to clarify, slow you down or whatever. .Have students pair up and practice .Teach structures explicitly.
2.6 Understand & respond to interruptions.	S1 What are you doing now? S2 I'm bending wires. winding etc. S1 How many are done? S2 ____. S1 Do that one, one more, after that one, then two more, stop. S2 All right.	S2 is given a bag of wires and is doing something to them. S1 is given a piece of paper telling how many wires are needed. S1 interrupts S2 and redirects her At the end, S1 shows S2 the paper.
2.7 Identify common tools.	S1 What's this? S2 It's____.	Emphasize pronunciation of tools used in assembly area. If possible get different types of some tool, e.g. a big/small tweezers (red hdle, blk. hdle, needle nose).

Function (The student can: ___)	Structure & Vocabulary	Materials/Notes
2.8 Ask for/locate tools.	S1 Did anybody see my_____? use borrow S2 It's right there/over there on the shelf. S1 No. I have another one too. That's my small tweezer. I'm looking for the big one. or Thanks! That it's.	Ask student to leave room. Remove one tool. Let the class put it somewhere. Tell student to return.
SOCIAL LANGUAGE:		
2.9 Describe his/her daily routine.	Simply present tense. Include: drive, carpool or take the bus to work, arrive at work, work until, take a break, return to work, stop for lunch, go back to work.	
2.10 Ask and answer questions about daily work.	Frequency adverbs-every, always, usually, sometimes, seldom, rarely, never. Do you ever_____? Yes, _____. No, _____.	

MORE NOTES: Additional Exercises

* To give further practice to 2.3, 2.4 pick another operation using verbs,such as, squeeze, remove, lay, adverbs like gently, firmly (e.g. using a glue).
* To practice reading. Read bottle tops, packages for single-step instructions.

MORE NOTES: con't.

* To further practice 2.9, 2.10:

a. Draw a story square about two workers.

practice: before earlier than
after later than

	starts work	goes home
Jan	6:30	3:00
Jane	6:45	3:15

b. Role play - Your friend is thinking of coming to work at ELDEC. She has never never worked in a flex-time company. Explain what you usually do; how flex-time can be useful if you have an emergency or a late night party.

Let your friend clarify anything she doesn't understand.

c. Write and read work schedules.

d. Read an activity schedule from Echo Newsletter.

UNIT 3

FUNCTION (The student can:___)	Structure & Vocabulary	Materials and Notes
BASIC SKILLS		
Calculate length of time		
Use/convert fractions to decimals	1/4, 1/2, 3/4 .25, .50, .75	
WORK LANGUAGE:		
3.1 Follow instructions for a new process. (Making a paper hat.)	1. Fold the paper in half with the edge up. 2. Fold the paper from left to right. 3. Unfold the paper, leave a line down the center. 4. Bring the top left corner to the center line. 5. Bring the top left corner to the center line. 6. Fold the bottom rectangular piece up. 7. Turn the hat over. 8. Fold the other bottom piece up. 9. Try on the hat to see if it fits.	paper squared off Instructor shows class one hat. Asks for a volunteer. Tells student she will both demonstrate and direct student in making hat. Student works alongside the instructor, clarifying, acknowledging terms.
3.2 Do a new process immediately after having had it demonstrated.	First then next What next? What now? Show me again.	Students try to make hats and talk their way through the process.
3.3 Read a simple diagram to do a process		orgami
3.4 Direct someone else using a diagram.		orgami

FUNCTION: (The student can:___)	Structures & Vocabulary	Materials/Notes
3.5 Follow a procedure to assemble something.	S1 1. Insert the end of the hose here. Rotate it clockwise until it locks. 2. Join the metal extension wands. Depress the locking buttons of one wand and push this into the other. 3. Push the assembled wands into the floor nozzle. Align the wand hole with the button on the floor nozzle. 4. Push the curved want into the straight wands. Align them.	Cannister vacuum
3.6 Follow a procedure for taking something apart.	5. Depress Detach/take off Counter clockwise pull out	Cannister vacuum
3.7 Seek and give confirmation that a task is completed	S1 Did you finish yet? S2 No, not yet. Two minutes. Yes, done. " /no, almost. S1 How much did you finish? do you have left? to go? S2 1/2, 3/4, etc.	
3.8 Report time needed to finish a task.	S1 When did you start? (3:00) When did you finish? (3:15) How long did it take? (15 minutes) Report it like this--(.25)	Oral/written problems
3.9 Talk about past events		Milk & Honey, P. 105-111

More Notes: Teaching activities

* To further practice assembly directions/terminology bring in examples of things that can be taken apart and put together e.g. ball point pens, flashlight

UNIT 4

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
Basic Skills		
*identify lines/points	parallel, perpendicular, point, diagonal, horizontal, vertical, curved, straight	Nucleus Unit 1 pages 1 - 2
*identify parts/whole	----consists of----	letters of the alphabet
*identify common figures	square, rectangle, triangle, circle, semi-circle, angle	The letter A consists of 2 diagonal lines and a horizontal line.
		A square consists of----
4.1 Follow instructions for using a tool or instrument.	S1 We're going to do some measurements. Lay the ____scale flat against the line. Be sure that / Make sure that (using the right side.)	6" scale
4.2 Measure length, width, height, diameter.	S1 Measure the length etc. How long is the long/length? wide/width etc.?	10 objects to be measured
4.3 spot check work	S1 Check your neighbors work. Just check the first one, the last one and one in the middle. Then be sure to initial the ones you checked.	
4.4 report finished work	S2 Did you finish yet? Are you finished? Are you done?	Appoint a student to go around and check if others finished.
4.5 follow instructions for constructing lines and shapes of a specific size.	S1 Draw 3 lines. Make the first one 2" long and vertical. etc.	

UNIT 4

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
4.6 Compare lengths, widths, diameters, gauge	longer, shorter, wider, narrower trace a line around a circle.	various lengths string, size pipe or tubes, guage wire
4.7 estimate the length/size of a line	S1 How long do you think this book is? S2 About _____.	
4.8 round off the size of something.	S1 Measure these lines. Tell me if they're precisely, exactly/ nearly, roughly the size stated.	worksheet. _____(1")
4.9 measure a space or a gap	S1 Measure the gap between these two lines.	_____ _____ gap
SOCIAL LANGUAGE		
4.10 Describes a past event at ELDEC	S2 Did you hear about_____? S1 No what happened? S2 She found out she was allergic to flux. S1 What? What do you mean? How did she find out? S2 She notices her skin was always red. So she went to the doctor. He told her to rub some of the things she was uses at work on a band-aid, one by one. Then to put the band-aid on her arm, and to pay attention to the reaction. S1 And? S2 She tried a few things. Flux turned her skin red. S1 So what's she going to do? S2 She told her lead and supervisor. They just assigned her other jobs. S1 That's nice.	Ask comprehension questions. Try to get students to talk about past experiences that happened to them.

UNIT 4

More Notes and Activities:

* Try to write up the last dialogue as a small group story.
  Read it. Ask questions.
  Develop it into a strip story.

UNIT 5

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
Basic Skills		
*identify objects	bell shaped, star shaped, wedge shaped	Nucleus
Work Langage		
5.1 follow directions to assemble something	Key Terms insert press hard Hold the rattle firmly. Slip a dics over. Let it rotate freely. Test it by sliding the discs back and forth and by spinning them.	Tinker toys Have one student leave the room. Make a rattle. Let the classmates think of directions. When directions are complete invite the student back. Let the class direct her. She should clarify/confirm instructions and make the rattle.
5.2 follow assembly directions	Key terms Rock it gently.	Tinker toy balance bird.
5.3 describe an assembled object.	It has consists of ___	balance and rattle
5.4 describe common classroom objects in terms of physical appearance.		
5.5 Take apart assembled objects.		
5.6 Build something with common shapes.		Wood blocks, place two students back to back. Let them practice clarifying, confirming info.
5.7 Identify differences	I put_____ She put_____ This should_____	Students describe differences in structures. Look for reversed, not centered, wrong size.
5.8 Report finished work	S2 Have you finished yet? S1 Yes, I have. No, I haven't. S2 How far have you gotten? S1 Half done. Two-thirds done.	Contrast: Did you? Have you?

UNIT 5

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
Social Language		
5.9 Discuss life in Seattle	S1 How long have you lived in Seattle? Did you live in another part of the states before? Where do you live now? How long have you lived there?	
	S1 Have you ever seen _____? eaten at_____? gone to _____? tried_____?	
	S1 Yes, I have once twice a few times.	
	Have you? No, I haven't. What is it?	

Further Notes and Teaching Activities:

* To further practice social language and reading bring in example announcements. From cafeteria notice board e.g. (garage sale, Kingdome nite etc.).

UNIT 6

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
Basic Skills		
* recognize sequences and pattern	every other one alternating every third one fourth etc	Letter sequences aB cD a b c D etc
Work Language		
6.1 Identify differences	S1 They're the same/different There's a line missing. an extra line. The line isn't routed the same. The line doesn't connect the same points.	Prince/Gage Worksheets Students compare model to samples describe the differences.
6.2 Direct someone to -- Correct something	**Key terms** Remove Replace Connect Add Reroute	
6.3 Make modifications in something.	S2 Write the alphabet using capital and small print. Make every other letter capital. S1 ..... S2 Hold it. Change that. Make it all capital.	Discuss revisions, changes, modifications.
6.4 Measure lines (revised exercise)	S2 Draw a 3" line. Use this ruler Pay attention to the ruler. It is a space. Line up the ruler from this point on. S2 Draw a 6" line now. Hold it. Change that to 4 1/2".	plastic rulers Ask class what revision has been made in this exercise. Ask what revision has been made. Practice directing, interrupting, revising. We extend, shorten-lengthen.

UNIT 6

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
6.5 Discuss factors in terms of enough/too much	enough/too much sufficient, insufficient excessive	Nucleus, p. 60-64
Social Language		
6.6 Comment on an important personal occasion	Formula for congratulating or condoning Cue: Mary's child is sick. S1 Is that so? I'm sorry to hear that. Cue: Sue's getting married. Is that right? Congratulations on the wedding! Will she have an engagement party?	Cue's for birth, death, illness, retirement, layoff, graduation, accident.
6.7 Comment on objects	S1 Is that a new_____?	picutres, cars, hairdos, clothes

Further Notes, Activities

To extend 6.6, 6.7 bring in potpourri readings from Echo. Role play comments.

UNIT 7

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
Basic Skill		
Work Language		
7.1 Ask for help explain how to operate, use a piece of equipment	a. S1 Can you show how to use this? S2 Sure. First, _____.	wire stripper wire check to see if student uses, Insert, check to be sure, release, etc.
	b. -plug in recorder -push the eject button to open the recorder. -insert a casette and close the cover. -push/depress fast forward to advance the tape. -push the rewind button to rewind . -push the play button to listen to the tape -push the play and record buttons together/simultaneously to record. -push the stop/eject button to eject or release the tape.	Casette player
7.2 explain why something was done	S1 Why did you_____? S2 In order to _____to _____. So that_____.	Refer to 7.1

FUNCTION (The student can)	Structure and Vocabulary	Materials and Notes
7.3 call attention to a malfunction/problem	S1 Can you help me? take a look at this. come here. S2 What's the matter? problem? S1 I think there's something wrong with this lighter. It must be broken. S2 How do you know? What's it doing? S1 The flame is too high. S2 I see. Have you adjusted the set screw? S1 Oh! No. I Haven't. Maybe that's it. How do you do that? S2 Let me show you. Just turn this until the flame goes down. S1 I see thanks. (revise for no flame/add fluid, too low adjust).	Zippo lighter Demonstrate the lighter. Tell the class you're going to read a conversation about it. Ask questions. Then let students practice.
b.	S1 This scale must be broken. S2 Why? S1 I should be 138 lbs. This says 145 lbs. S2 I see. Have you looked at the zero set. S1 No I haven't. S2 Get off. Let me see. It's 7 lbs. off. Turn it back.	scale

UNIT 7

FUNCTION (The student can)	Structure and vocabulary	Materials and Notes
Social Language		
7.4 Greet another worker: Comment on appearance	S1 You look tired. S2 I am. My child was sick all night. I came to work an hour later than usual. S1 Go to sleep early tonight. Get some rest. Two days later..... S1 You still look beat. S2 Every other day something else happens. My kid was sick again. I'm beat! S1 Lucky thing we've got flex time.	Read and ask questions. Then act out.
7.5 Comment on important personal occasion	Formula for congratulating or condoning Cue: Sue's child is sick. S: Is that so? I'm sorry to hear that. Is it serious? Cue: Joan's getting married. S: Is that right? Congratulations on the wedding. When's the engagement?	Cue for birth, deaths, illness, birthday, retirement, layoffs, graduation
7.6 Comment on objects	S1 Is that a new_____? S2 Yes. It is. No. I've worn it before. had it a while. S1 Is that right/so? It's nice. I like it. It looks new.	pictures of cars, hairdos, clothes, etc.

More notes: Teaching Activities

- Potpourri stories in Echo are a resource for reading and gathering role play reactions.
- The Birthday
  Strip-o-grams, balloon-o-grams and other services are more and more common in-company for birthday parties. Ads from The Weekly and stories in there might be appropriate/funny stories for reading/discussion.

- Alarm clock
  A story about a worker who forgot to adjust/set her clock for daylight savings, or standard time is another reading topic. This could then be converted to a dialogue/role play.

UNIT 8

FUNCTION: (The student can:___)	Structure and Vocabulary	Materials and Notes
WORK LANGUAGE		
8.1 Understand conditional statements	S1 Verify the count on these. If its short indicate. So is the 3rd box. If its over, mark the 2nd box. If its ok, check the 1st box.	clips, envelopes
8.2 Explain to someone how to operate a machine with many variables. (a car)		Prince/Gage Consumer material--a car (role play)
8.3 Explain bureaucratic procedure/police	S1 What do you have to do to get a driver's license? S2 You have to fill out an application. " " take an eye test. " " pay an application fee. " " show proof of age. " " take a written test. " " take a driving test.	Milk & Honey get a car loan open a savings account
8.4 make a suggestion		Milk & Honey, p. 180

UNIT 9

FUNCTION (The student can:___)	Structure & Vocabulary	Materials/Notes
9.1 Make Suggestions		Values clarifications
9.2 Prioritize, rank items		Values clarifications
9.2 measure his/her own values and compare to American values, and his/hers cultures values.		Cultural awareness resource guide
9.3 Describe review policy		

Notes & Teaching Activities

* Read a blank performance review form. Let students self-evaluate. Let students consider form in light of American values.

* Read Echo on Safety (Feb. '83) Develop an activity for giving suggestions.

ASSESSMENT INTERVIEW

Item A - Social Conversation

Interviewer's Questions	Reply Acceptable	Unacceptable
1. What's your name?	1	0
2. repetition of name	1	0
3. How are you today?	1	0

Item B - Simple Instruction

A. Directions: 6 blocks are placed before the student

	Student's Response		
	none wrong	Hesitant	Good
B: Say:			
1. "Give me 1/3 of them."	0	1	2
2. "Put half or them on the floor."	0	1	2
3. "I'm sorry. Wait a minute." "Don't put them on the floor." "Pick them up again."	0	1	2
3 pennies are placed before the student			
4. "Pick up the shiny one."	0	1	2
5. "Put it along side the green block."	0	1	2
6. "Turn over the other penny."	0	1	2

Item C - Explaining a process

Here is a tape recorder and cassette. Can you tell me how to operate it? Can you tell me how to play the same side over again?

Score for student	Bad	Fair	Good
Accuracy	1	2	3
Vocabulary innovation (words beyond ESL range e.g. insert)	1	2	3
Unable to replay		0	

ASSESSMENT INTERVIEW con't.

Item D - Repetition of sentences	Student Responses Poor	Fair	Good
Say: Repeat after me.			
1. "Turn right. Take the second door to the left."	0	4	2
2. "Switch it on. Turn it up."	0	1	2
3. "Take another. Put it with the others."	0	1	2

Item E - Situational Response	Poor	Fair	Good
A friend says.....			
1. That's a pretty blouse, it is new?	0	1	2
2. Did you hear about Mary's son? He's real sick.	0	1	2

Evaluating Communication Skills, English as a Second Language

Name of Worker:_____

Department:_____

Date:_____

Rate each communication skill as done:

1. easily
2. with some problems
3. only a little
0. not practiced or not observed

The Worker

_____can work with numbers--reading, writing,locating them on charts/lists

_____can keep track of/check on counts

_____asks about/locate/decribe tools, supplies/people in the work area

_____can direct another worker in a process

_____can follow procedures for assembling/disassembling something

_____can follow directions related to gathering/collecting/bringing things together

_____can follow directions related to grasping/holding a tool or object in a specific manner

_____can follow directions related to positioning an object

_____can report on work in progress or just completed

_____can understand common fractions/decimals

_____can follow directions calling for approximate or precise specs (e.g. exactly as, nearly)

_____can understand feedback related to quality of work

_____can understand corrections about directions and ways to avoid mistakes

_____can respond to interruptions and changes/modifications or adjustments

_____can understand alternatives

_____can explain how to operate something or perform a procedure with several key variables.

_____can explain a policy or regulation

_____can discuss performance/work related problems

For Social Language

_____mixes with fellow workers, trying to use English for small talk

_____can talk about family, community, daily matters

continued

_____responds appropiately to greetings, compliments, simple exchanges

For Language in General

_____clarifies information on a regular basis

_____confirms directions, statements, information

_____incorporates new terms and expressions into active language

For Pronunciation

_____is aware of pronunciation problems and makes extra effort to clarify/ confirm difficult expressions

Comments

Have you noticed improvement in pronunciation?

Have you noticed improvement in vocabulary range?

What communication skills are you more confident about now?

What skills need improving?